

**Primary Schools Partnership  
April Newsletter**

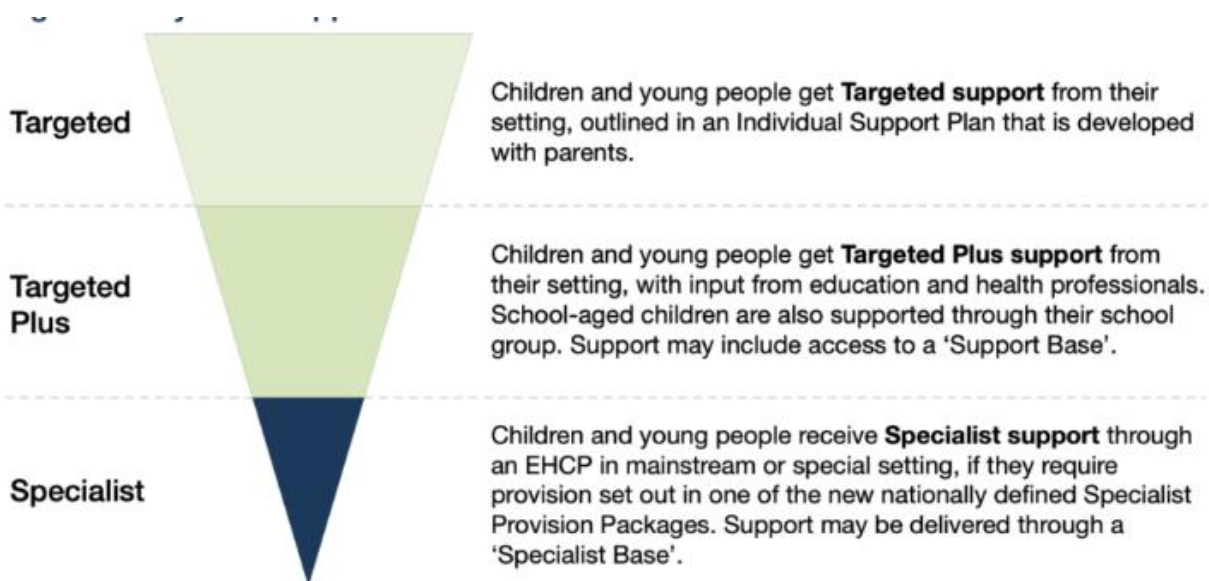


20  
26

## A message from our Deputy Dean

Dear colleagues,

The DfE is currently consulting on its landmark white paper 'Every Child Achieving and Thriving'. The 120-page paper proposes a range of changes including a layered approach to SEND provision, a crackdown on off-rolling and a requirement for all schools to be in trusts. In terms of SEND provision, EHCPs will be reserved for only the most complex cases. Support will be layered depending on needs as represented in the diagram below. All children will be given a universal offer of support. The layers go beyond the universal offer to outline more specific support.



ITE providers will need to adapt teaching to reflect the new requirements. For instance, there will be an updated code of practice that will be consulted on.

Whilst the White Paper primarily focuses on changes to school systems it also refers to teacher recruitment in Chapter 5 and in a separate paper called, '[6,500 additional teachers delivery plan](#)'. Both largely make the same points. There is a reiteration of the call for more teachers, primarily in shortage secondary subjects. A concern is that university teacher training is not mentioned in the paper. UoR will be using its channels (e.g., UCET, Cathedral's Group) to keep the value of university based ITE at the forefront of policy makers minds. We have a history of recruiting and training high-quality teachers, and we need to shout about this.

Best Wishes,

Matthew Sossick

## Introduction

We continue to celebrate the National Year of Reading, with book reviews from some of our Year 3 Primary Education students. From the archives, we hear about a student who was placed in a rural Yorkshire school over 100 years ago! Please see these articles, and other news below. Also, we would love to share some of the fantastic work happening in our Primary Partnerships



Schools in our Newsletter. If you have something you would like to share, or would like more information, please email Emily Rotchell [e.rotchell@roehampton.ac.uk](mailto:e.rotchell@roehampton.ac.uk)

## National Year of Reading 2026: Anna Harrison

With our BA Primary Education Degree programme, we ask students to spend time each year responding to different reading challenges, as we believe that reading children's books can feel so rewarding and empowering.

In Year 3, we link the reading challenges to their own dissertation specialist areas, and we would like to showcase some of the wonderful book reviews that students have published this year.

### 2023 Roe Reading Teachers' Group discussion



This topic is about *I Will Dance*

**I Will Dance – Physical Education Book** (edit)

2 views

Comments Showing 1-2 of 2 [post a comment](#) »

date ▲ newest »

**message 1:** by Sophie

Dec 29, 2025 05:34AM



'I Will Dance' by Nancy Bo Flood is an inspiring picture book to share with children, which highlights how all children can be included in Physical Education, accessing enjoyment through movement. The book is based on Eva who was born with cerebral palsy and has a dream of becoming a dancer. Throughout the story Eva receives encouragement and is able to grow in confidence, she feels that she belongs and is supported to pursue her passion for dance. By sharing this story with children, they are encouraged to recognise that Physical Education is inclusive and accommodates everyone. Consequently, all children can feel respected and accepted within a supportive Physical Education environment.



This topic is about [The Woodland Trust A Walk in the Woods](#)  
**The Woodland Trust: A Walk in the Woods by Hannah Tolson** (edit)

3 views

Comments Showing 1-2 of 2 [post a comment »](#)

date▲ newest »

message 1: by Isabel

Dec 25, 2025 09:19AM



The Woodland Trust: A Walk in the Woods by Hannah Tolson is an illustrated book that encourages readers to slow down and notice the natural world around them. Through inviting language and thoughtful illustrations, it turns a simple walk in the woods into a moment of curiosity and calm. The book introduces children to woodland life in an accessible way, helping them recognise plants, animals, and seasonal changes while building a sense of care for nature. It is both educational and comforting, making it ideal for shared reading. The book also links well to the National Curriculum, particularly in science, as it encourages children to explore habitats, recognise plants and animals, and develop an early understanding of the natural world through observation. Overall, it inspires an appreciation of the outdoors and encourages children to explore, observe, and connect with nature.

'The Woodland Trust: A Walk in the Wood', a review by Isabel Cannard, Science Specialist

## 2023 Roe Reading Teachers' Group discussion



This topic is about [One Hundred Hungry Ants](#)  
**One Hundred Hungry Ants** (edit)

1 view

Comments Showing 1-1 of 1 (1 new) [post a comment »](#)

date▲ newest »

message 1: by Mia (new)

Dec 16, 2025 02:19AM



One Hundred Hungry Ants is an engaging picture book that introduces children to basic concepts of multiplication, division, and problem-solving in a fun and memorable way. The story follows 100 ants who set off to get food, initially marching in a single line but quickly realizing that dividing into groups makes the journey faster. The illustrations clearly show how different groupings affect the ants' progress, providing a concrete visual for abstract mathematical ideas. In the primary classroom, the book is excellent for demonstrating grouping, skip counting, and early multiplication strategies. Its playful narrative, humour, and strong visual structure make it a valuable resource for developing children's understanding of numbers, problem-solving skills, and logical thinking.

'One Hundred Hungry Ants', a review by Mia Domm, Maths Specialist

## 2023 Roe Reading Teachers' Group discussion

Wanted: wizzard's assistant (edit)

1 view

Comments Showing 1-1 of 1 (1 new) [post a comment »](#)

date▲ newest »

message 1: by [Abbie \(new\)](#)

Dec 06, 2025 02:57AM



I came across this poem on the children's poetry archive website, it is entitled 'wanted: wizzard's assistant' and is written by Laura Mucha. This poem is particularly engaging as it is written in the form of a job description, which is a format that pupils may not have encountered before. The poem carries humour through the imaginative and ridiculous requirements for the job, such as 'magic marshmallow making' and 'goblin gobbling', as well as the playful twist that the deadline for the application has already passed.

The poem can offer opportunities for exploring vocabulary, as it uses inventive and unusual words such as 'wobsicles'. This can aid pupils to gain a better awareness and understanding of language play and how poets can create meaning through creativity. The poem includes features of listing, rhyme and assonance, which contribute to the rhythm of the poem and its sense of fun. This poem can be used as a model text for pupils to create their own job description poems, where they can create their own magical roles with humorous tasks and responsibilities.

A poem on Poetry Archive '**Wanted: wizzard's assistant**' by Abbie McGuinness, English Specialist

### From The Link 1919, pp 10-11. Village School Teaching in Yorkshire.

The curlew's note seems to give the best description of these great wild stretches of moorland and grass, with the bare limestone forming crags in places—grey stone walls, grey farmhouses, tiny grey villages, and everywhere the sound of water.

Nature study and geography resources are endless and there is enough of beauty in all its forms to appeal to the most particular. Last September I started village-school teaching and went temporarily to a little school near Ingleborough. I succeeded an old-fashioned teacher and was given a free hand to alter all I could and set things in order. It was interesting and useful experience, though no easy task. The children at first were unfriendly—the room filled one with gloom.

We spent one happy afternoon stripping its walls of shiny-yellow charts and pictures. Handwork was an innovation, though materials were a difficulty. We were successful with rushes; the boys took strongly to needlework with coloured cottons; and country dances were much enjoyed, and we had one or two very happy Nature rambles. It seemed a new idea which gradually dawned on these children, that it is possible to enjoy school and to take a pride in one's work. I am now settled permanently at Litton, a little village with no church or shops, right in amongst the hills near Penyghent, on a tributary of the Wharfe, ten miles from the nearest station and twenty miles from a town. I am single-handed in my charge of twenty children, varying in age from 5 to 13 years.

There are difficulties, but the joys are many, and it is good fun experimenting and contriving to keep everyone properly employed. I have contrived a variety of occupations for the younger ones, on Montessori lines. I feel I am most successful otherwise, when I have the whole school working in groups at the same subject. On Friday afternoons we are doing home geography, enlarging an ordnance map, making a relief map from it and a sand-tray model of the village. The fact that, in this last, the houses are all of the same size does not matter: it is the correct number of chimneys that is important!

The children are delightful, and very friendly-my time with them does not end with school hours. We have explored a cave, scrambled up the hills, walked to the next village, and sledged together. The school in its surroundings is a picture. Who will come to these parts for a holiday and see it? Come all who can, and bring suggestions.

R- Arnold.

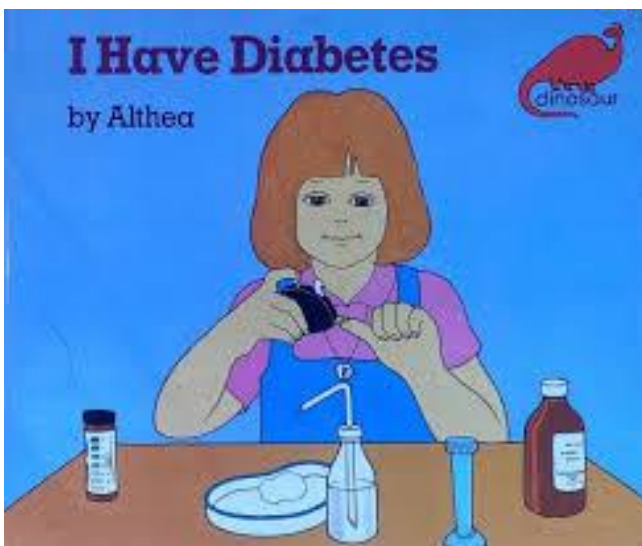
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## 50 Years of Type 1 Diabetes and Mobile Phones in Schools.... Emily Rotchell

Friday 13<sup>th</sup> February marked 50 years for me of being a Type 1 Diabetic. As I was diagnosed very young, it meant all my education was as a Type 1 Diabetic. There have been many changes in diabetes care in those 50 years, and in the early days it was far more difficult for my parents than it was for me. One of the most recent advancements has been access to flash glucose monitoring. This means I wear a small sensor placed on the skin to measure glucose in interstitial fluid, allowing scans with a smartphone to see current levels, trends, and history, providing a picture to help manage food, activity, and medication impacts. For those of you teaching or who have recently taught type 1 diabetics, you also will be very familiar with these devices and how they work. My experiences at Nursery and School were generally good (albeit a not so good one at a ballet class, which I have no recollection of, but my Mum does).

### *A vintage book from the early 1980s*



Generally, for me it is part of my day-to-day life, and I do sometimes forget to tell people I am diabetic. I recently received an email from Diabetes UK, which outlined some of the adaptations and reasonable adjustments in the Mobile Phones in Schools Guidance, for example, diabetics needing to monitor their blood glucose levels (The mobile phones in school guidance (which can be accessed [here](#)) was updated in January 2026). The guidance includes that while the default position is that phones are banned throughout the school day, the guidance acknowledges that schools must continue to meet their **legal duties** (such as

under the Equality Act 2010 and the Children and Families Act 2014). It emphasises that:

**Reasonable adjustments may be appropriate** for individual pupils who would otherwise be at a substantial disadvantage because of disability or medical needs. For example:

- A pupil may need access to a phone to help manage a medical condition (e.g., glucose monitoring linked to a mobile).

Back in December 2024, Amanda Burton-Smith shared with us the role of a Lead Mentor (LM) at Roehampton. As part of my role at Roehampton, I am also a LM and on one visit to school, I was asked to lock my phone away in a special cabinet in the school office. I did comply with this, but it did make me consider how I could measure my blood sugar if needed. In hindsight, I should of course have explained the situation so that consideration could have been given to me keeping this with me to access my blood sugar levels if needed. It is quite staggering to think how Diabetes care has evolved over the last 50 years, and I have included a couple of pictures of books I had when I was a child, which are of course now historically inaccurate. Now there is a much wider choice of literature for children on the subject of diabetes, which I would now like to read.

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### Library membership for teachers:

A reminder that teachers can now apply for free Community Membership of the Library. However, access is restricted to physical collections only, as e-resources are exclusively licenced to current UR staff and students. See the application details here (teachers' fees will be waived if they state the name of their school on the form). <https://www.roehampton.ac.uk/student-support/library/visitors-to-the-library/>

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### Multilingual Futures News from Eva Eppler

"Together with the University of Westminster (lead), Goldsmiths University of London, and Birkbeck University of London, a team from the University of Roehampton has submitted a funding application to the call UKRI/AHRC Focal awards: multilingual futures as the Growing Multilingual Capital (GMC) consortium. The Roehampton team consist of Virginia Lam, Alex Bubb, Eva Duran Eppler and Dustin Frazier Wood (Project Co-leads), and the specialists Dionysios Kapsaskis, Han Wang, Karine Chevalier and Mahdi Mahdavi. Together, the partners bring complementary strengths in language policy and governance; multilingual literacies and education; health and wellbeing communication; and multilingual cultural production across the creative economy and GLAM (Galleries, Libraries, Archives, and Museums).

The GMC aims to unlock the UK's substantial, but systematically underleveraged, multilingual capital, converting it into economic growth, social capacity, and cultural strength by training up to 20 doctoral researchers across four consecutive cohorts from October 2028. They graduate from the GMC as a doctoral training partnership based in the UK's most linguistically diverse and economically dynamic region: its capital city.

The GMC's four host universities have long been committed to equality, diversity and inclusion, widening participation, and social justice, and their student communities reflect the linguistic and socio-economic diversity of London. Our location and institutional profile are a distinctive programme strength: doctoral researchers will be trained in the UK's most multilingual urban environment and within universities with deep experience of supporting diverse cohorts."

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## Water: lots of learning! BA Primary Geography Intensive placement – Anthony Barlow

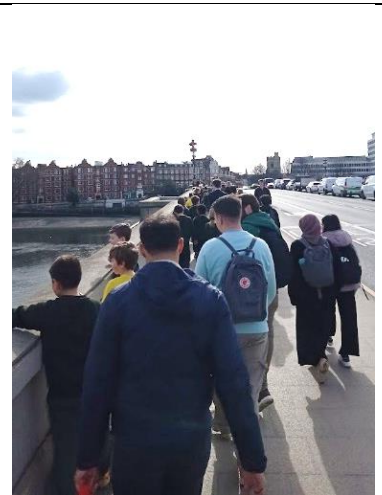
This March we had a chance to complete a second iteration of our Geography Specialism Intensive training and practice (ITAP) placement focusing on pedagogical content knowledge (PCK). Developed in partnership with All Saints Church of England Primary School in Fulham, we focused on water in the urban landscape. Thanks to the children, school and, particularly, Emma the Class Teacher for working with us. Our project centred on a set of geographical questions: *What happens to all the rain? What happens to the water we flush? What problems and solutions does London have?*

Year 5 pupils were encouraged to think about **everyday geographical processes** (DfE, 2013).

Sinks, toilets, washing machines and dishwashers – that’s a lot of dirty water. *How does it get clean?*

When heavy rainfall affects London, how does water move across non-porous surfaces, where does it enter the drains and how does it then interact with the unseen infrastructure?

These questions provided a foundation for exploring both visible and hidden aspects of the **urban water cycle**.



Our approach reflected the National Curriculum as pupils need to “understand geographical processes that give rise to key physical and human geographical features of the world” and, as the photos show, “collect, analyse and communicate with a range of data gathered through experiences of fieldwork” (DfE, 2013). The series of lessons were designed to ensure that pupils were not only **acquiring knowledge** but also **applying** it through observation, enquiry, and interpretation of the built landscape around their school.

**One focus was the story of sewage.** From before Roman times, our rivers have been used as ways to dump what we need to get rid of so we can stay healthy. In a city of over 8 million, surely, we don’t still do that today. Updating their knowledge and including teaching about the Thames tideway ‘SuperSewer’ helped them see how modern-day London was tackling the problems of dirty water.

Their understanding developed from learning about **Sir Joseph Bazalgette** and the amazing Victorian sewer system to the newer updates around contemporary infrastructure and the effects of a variable and changing climate. Periods of heavy rainfall cause real issues for London as our **combined sewer systems** (homes, businesses and what falls from the sky) can cause the system to be overwhelmed - leading to sewage discharge of untreated water straight into our rivers. You may have seen these stories over recent months.

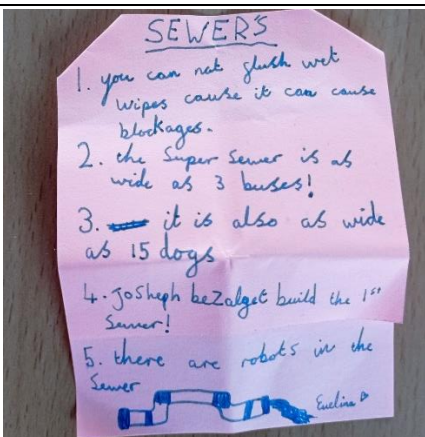


**The Thames Tideway SuperSewer** is a fascinating opportunity to consider how investment and thinking ahead can show some positive stories about tackling a city's problems. The Tideway is an enormous underground tunnel that uses gravity to transport sewage from multiple points across West London. With 7m-wide tunnels, it runs East to West, through Clay and then Chalk, from Acton to Beckton. There the water is treated before being returned to our rivers.

The best wow moment for the learners came in conversation with on-site experts from the Tideway at Putney Embankment. This is a new public realm development where you can sit and stand overlooking the river – little do you know this is just the cap of a 30m shaft beneath their feet! *How do you prevent blockages or look after the tunnel, was one question?* Amazingly, the children now know it is monitored and sewage is kept flowing by robots and drones!

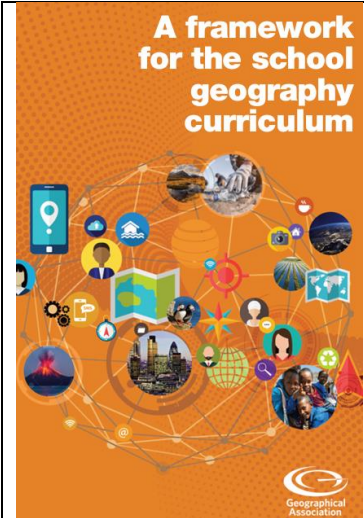
“Putting people down into a tunnel and moving along it several kilometres is full of risks. Other deep sewer systems have done this once or twice and then stopped doing it.” This tunnel was designed “with robotic access in mind”. A wheeled robot is used to traverse the tunnel with a system for remote inspection and maintenance. Drones have also been used to survey shafts and the technology is advancing fast! ([Source](#))

On-site fieldwork and a chance to think outside and ask questions was key to our pedagogical approach. We need to try to provoke their **geographical imaginations** ([Massey, 2006](#); [GA, 2022](#)). Putney Embankment allows pupils to see where the Victorian sewer meets our new sewer!



Student teachers used the [Geographical Association Framework for Geography](#) to support their understanding of what made this appropriate geographical thinking. What concepts did this cover? How was it best to teach it, was our PCK focus of the ITAP. Developing pupils' understanding of the interaction(s) between physical and human processes was key. After all, “geography enables young people to make sense of the world around them by investigating places, patterns and processes.”

In this placement, pupils explored the relationship between rainfall, surface runoff, drainage systems, and river pollution, developing a more integrated understanding of how these processes connect.

	<p>This helped to develop what the Geographical Association describes as “an understanding of the complexity of environments and the interdependence of human and physical systems.” By considering both surface features such as rivers and drains, and sub-surface systems such as sewers, pupils were able to build a more complete <b>mental model</b> of the urban environment, linking to theories of cognition (<a href="#">GA, 2022</a>).</p>
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*“Geographical models (theoretical representations of how the world behaves) were not used in the primary schools visited. These models could have been a useful way of introducing pupils to disciplinary knowledge. They would have allowed pupils to see [and] ...to explain patterns, and then how they change over time as more is known. This could be as simple as a theoretical model showing how a river is likely to change as it moves downstream, and pupils learning how geographers reached these conclusions.” (Ofsted, 2023)*

The placement also incorporated learning about **sustainable drainage systems** that we increasingly see around us.

Pupils explored how cities can manage water more effectively through design, including the use of permeable surfaces, green spaces, and storage systems that reduce pressure on traditional sewers. This supported a forward-looking perspective on urban planning and environmental management.

	<p><b>Managing water in city streets</b></p> <p>Examples of sustainable drainage on local, London streets. More councils are fitting these in our streets alongside street-tree planting.</p> <p><i>How do they work?</i></p> <p><i>What effect do they have?</i></p> <p><i>How might this help slow the passage of water into the sewer.</i></p>
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### What did we do with the learners?

Students planned six activities with the outcomes in the pictures below. The emphasis was on sharing learning from the whole class teaching and fieldwork. This supported the development of geographical communication skills, in line with the National Curriculum requirement to

“communicate geographical information in a variety of ways.” The placement also reflected the Geographical Association’s emphasis on enquiry-based learning. The framework notes that “good geography teaching involves asking questions, developing investigations and interpreting evidence.”

The image shows a screenshot of an email interface. The 'To' field contains 'Hope Jones Saves The world' and the 'Subject' field is empty. The email body contains handwritten text in blue ink. The text discusses the 'Super Sewer' and mentions 'polluting' and 'breaking the sewer'. There are two 'STOP' signs drawn in the text. To the right of the email is a small drawing of a sign that says 'BPS Recycled paper' and 'Save the Sewer'. Below the email is a handwritten letter addressed to 'Dear Hope Jones'. The letter describes finding toxic sewage water in the UK and asks for help to track down spillage points. To the right of the letter is a book cover for 'HOPE JONES SAVES THE WORLD' by Josh Lacey, featuring a girl holding a stick.

To: Hope Jones Saves The world  
Subject:

to hope I am Righting to you to tell you about The Super Sewer did you know That instead of humans going down The Super Sewer to wash drains And Robots to Keep an eye also Kelly like not you are is Aria and did you do only flush paper poo and wipe down The toilet The 3 P P.S you can not flush wet wipes down The toilet From Aria I hope you have a nice day  
By

STOP polluting  
STOP breaking the sewer

BPS Recycled paper  
Save the Sewer

Dear Hope Jones,

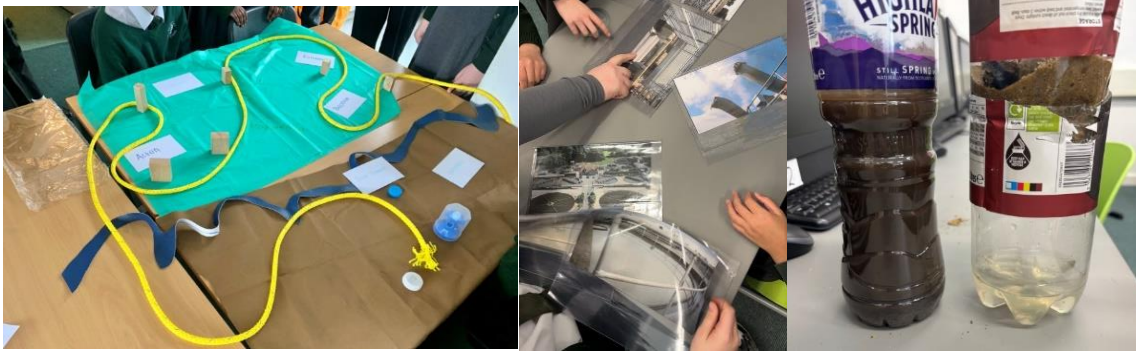
I am writing to you to tell you that I found some places across the UK that have pipes spilling out toxic sewage water into rivers and seas.

The sewage water that I've found is dangerous and toxic to us, creature and plants/trees, and it is seriously hurting or making animals and wildlife sick. If this toxic sewage water gets into our mouths and bodies, it will make us very sick and can damage our intestines and things inside our bodies. It is also a very big threat to plants/trees/flower, and if given the chance can seriously damage and even kill wildlife.

Will you accept my request to try and track down these spillage points and put a stop to it? I have taken a sample of the toxic sewage water and taken it to my labory to find out what bacteria is in the sewage water.

Would you please try and help?  
Kind regards,

HOPE JONES SAVES THE WORLD  
JOSH LACEY  
HEATING CASTING



Images above: Pupil responses to their understanding of how we manage and mismanage water.

Images below: Mapping the SuperSewer and activities to represent the river, alongside the process of water treatment and the amazing work of a simple filter to take out water impurities.



Students with Taylor Geall and Pauline Ruenji from Thames Tideway, thank you for their support and engagement with the pupils.

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## Business and Charity Showcase Event

You are warmly invited to join us for an academic showcasing event designed with business and charity in mind at the University of Roehampton, London:

**3.00pm – 6.00pm, Tuesday 12th May 2026**

Discover new opportunities for collaboration, explore real-world examples of successful partnerships, and see how working with our academics can drive innovation, productivity and growth for businesses, and impact and sustainability for charities and educational providers.

Whether you're looking to solve a challenge, access cutting-edge research, evaluate a service, spark your next big idea or establish a placement — this is the place to start.

if they want further details of the event: Jonathan Isserow <J.Isserow@roehampton.ac.uk>

To register, please complete this short Form [University of Roehampton, Showcase Event 2026 - Registration Form – Fill in form](#)

We look forward to seeing you there.

University of Roehampton Research and Knowledge Exchange Office

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## Don't forget our new School of Education LinkedIn webpage.

<https://www.linkedin.com/showcase/roehampton-school-of-education>



The Roehampton School of Education LinkedIn showcase page highlights our strong commitment to supporting primary partnership schools through high-quality teacher training and ongoing professional development. It emphasises collaboration with a wide network of schools to provide practical, school-based experience for trainee teachers, while also contributing to improved pupil outcomes. The page showcases achievements, events, and research activity, reflecting a focus on building effective partnerships that benefit both educators and learners across the primary education sector.

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## Subject CPD for Mentors 2025/26 – Remaining Sessions

Please register your attendance here: <https://forms.office.com/e/uqZSNZit4p>  
Online meetings links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
English	Anna Harrison and Steph Laird <a href="mailto:anna.harrison@roehampton.ac.uk">anna.harrison@roehampton.ac.uk</a> <a href="mailto:s.laird@roehampton.ac.uk">s.laird@roehampton.ac.uk</a>	Wednesday 10 <sup>th</sup> June 2026 16:00-17:00	<a href="#">Join the meeting now</a> Meeting ID: 329 200 520 838 7 Passcode: hv9Ne6du
Maths	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a>	Wednesday 3 <sup>rd</sup> June 2026 4pm-5pm	<a href="#">Join the meeting now</a> Meeting ID: 342 818 703 299 4 Passcode: zV7HQ27n

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## Young Geographer of the Year competition

The Young Geographer of the Year Competition is designed to get students thinking beyond the boundaries of the curriculum and creatively about how geographical themes and issues are connected.

This year's Young Geographer of the Year theme is ***From Source to Sea***.



Rivers are the lifeblood of our planet, carrying water, nutrients and energy across vast distances, sustaining communities and wildlife, and shaping the landscapes we depend on to live. From the smallest stream to the widest river, these flowing waters connect mountains to oceans and people to nature.

But rivers can also be a source of conflict: where water is a shared commodity 'water wars' can be common. When flood management or hydroelectric power produced by dams happens upstream, dire consequences can fall on countries located downstream. And who owns this water? Industry and the misuse of rivers can lead to pollution and the degradation of river ecosystems, threatening both wildlife and the communities that depend on rivers to live.

We are looking for eye-catching, creative and informative posters and StoryMaps (KS5 only) that explore the world's river systems and delve into topics such as energy production, conflict, ecosystems, sustainability, trade and more.

### How to enter

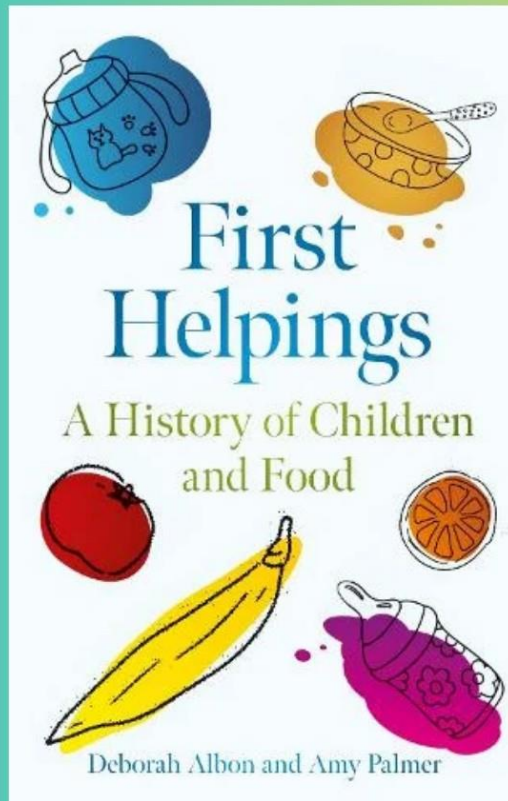
There are four categories: KS2 (pupils aged 7-11), KS3 (pupils aged 11-14), KS4 or GCSE equivalent (pupils aged 14-16), and KS5 or A Level equivalent (pupils aged 16-18).

All entries must adhere to the [entry criteria](#) for the relevant age category, and should be eye-catching, innovative, informative and accurate.

The deadline for entries for this year's competition is **Friday 2 October 2026** at 17:00 GMT.

Find out more and enter [here](#)

**YOU ARE INVITED TO A BOOK LAUNCH**



**With authors Amy Palmer and Deborah Albon. Introduction and discussion led by Sally Howe.**

**There will also be a display of linked material from the Froebel archive**

### **WHEN AND WHERE**

**DATE: 21<sup>ST</sup> MAY, 2026  
TIME: 4.00PM**

**VENUE: ADAM ROOM, GROVE HOUSE, FROEBEL COLLEGE, UNIVERSITY OF ROEHAMPTON**

**RSVP [Deborah.Albon@roehampton.ac.uk](mailto:Deborah.Albon@roehampton.ac.uk)**

## Elm Grove Conference Centre and Guest Rooms at Roehampton

Roehampton Venues SW15 on the edge of Richmond Park is conveniently accessible from central London connected by Hammersmith and Barnes train lines. At the heart of Roehampton Venues sits our dedicated [Elm Grove Conference Centre](#), a great purpose-built space to hold your next event. We can offer a special daily delegate rate for Elm Grove of £47.00 per person for a full day event which includes all catering and refreshments.



Elm Grove Conference Centre also has 31 en-suite bedrooms, available to book all year round. All bedrooms come with standard hotel amenities and complimentary Wi-Fi. Bedrooms start from £99 including VAT per room per night. [Guest Bedrooms - Roehampton Venues](#)

Follow along with all of the wider conference team events and activities by visiting the [RoeVenues Instagram account!](#)

The contact details for the team are; Email – [conferences@roehampton.ac.uk](mailto:conferences@roehampton.ac.uk). Phone 020 8392 3505



## Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to [baprimary@roehampton.ac.uk](mailto:baprimary@roehampton.ac.uk) and [pgprimary@roehampton.ac.uk](mailto:pgprimary@roehampton.ac.uk), and we will share these with our current students and graduates from last academic year.

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## Our Primary Subject Leads



**Subject:** Geography

**Subject Lead Name:** Anthony Barlow

**Email:** [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**Telephone:** 0208 392 3386

**Key subject/research interests:** Pupil understanding of their everyday geography and the locality.

**Subject:** Computing

**Subject Lead Name:** Lynda Chinaka

**Email:** [Lynda.chinaka@roehampton.ac.uk](mailto:Lynda.chinaka@roehampton.ac.uk)

**Key subject/research interests:** Computing Education in Primary settings. Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!



**Subject:** English (BA)

**Subject Lead Name:** Dr Anna Harrison

**Email:** [anna.harrison@roehampton.ac.uk](mailto:anna.harrison@roehampton.ac.uk)

**Telephone:** 020 8392 3017

**Key subject/research interests:** Digital Literacies, Print and Digital Picture books, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

**Professional Links:** Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

**Subject:** English (PG/SD)

**Subject Lead Name:** Steph Laird

**Email:** [s.laird@roehampton.ac.uk](mailto:s.laird@roehampton.ac.uk)

**Telephone:** 020 8392 3076

**Key subject/research interests:** The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

**Professional Links:** Member of the United Kingdom Literacy Association (UKLA)



**Subject:** History

**Subject Lead Name:** Susie Townsend

**Email:** [susan.townsend@roehampton.ac.uk](mailto:susan.townsend@roehampton.ac.uk)

**Telephone:** 020 8392 3369

**Key subject / research interest:** Relativity and History, experiential learning, historic fiction and diversity.

**Professional links:** Regular contributor to Primary History journal and to Historical Association conferences.

**Subject:** Maths

**Subject Lead Name:** Lorraine Hartley

**Email:** [lorraine.hartley@roehampton.ac.uk](mailto:lorraine.hartley@roehampton.ac.uk)

**Telephone:** 020 8392 3365

**Key subject/research interests:** Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

**Professional Links:** ATM/MA; NCETM and consultancy in schools.



**Subject:** Art and Design

**Subject Lead Name:** Jo Nugent

**Email:** [Jo.Nugent@roehampton.ac.uk](mailto:Jo.Nugent@roehampton.ac.uk)

**Telephone:** 0208 392 3397

**Key subject/research interests:** Primary Art and Design education, inclusive practice with a focus on using art galleries and outdoor spaces to enhance learning experiences.

**Professional Links:** NSEAD

**Subject:** Design and Technology

**Subject Lead Name:** Sue Miles-Pearson

**Email:** [s.miles-pearson@roehampton.ac.uk](mailto:s.miles-pearson@roehampton.ac.uk)

**Telephone:** 0208 392 5781

**Key subject/research interests:** CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.



**Subject:** Science

**Subject Lead Name:** Dr Nicola Treby

**Email:** [nicola.treby@roehampton.ac.uk](mailto:nicola.treby@roehampton.ac.uk)

**Telephone:** 020 8392 3263

**Key subject/research interests:** Varied interests relating to primary science, including science enquiry and outdoor learning. I also have a research interest in pastoral care within the school context.

**Subject:** Physical Education

**Subject Lead Name:** Emerick Kaitell

**Email:**

**Telephone:**

**Key subject/research interests:** My teaching philosophy is centred around a commitment to social justice, ensuring every child has access to high-quality physical education.



**Partnership Materials Page:**

<https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108>

(click "Log in as guest" & enter the password **RoehamptonTrainee**)

**University of Roehampton Primary Partnership webpage:**

<https://www.roehampton.ac.uk/education/primary-school-partnerships/>

**School Partnerships Team**

email: [primarypartnerships@roehampton.ac.uk](mailto:primarypartnerships@roehampton.ac.uk)

**Head of Primary Initial Teacher Education:** Sarah Leonard

email: [sarah.leonard@roehampton.ac.uk](mailto:sarah.leonard@roehampton.ac.uk)

**Head of Partnerships / Mentor Training Lead:** Natalie Rankin

email: [natalie.rankin@roehampton.ac.uk](mailto:natalie.rankin@roehampton.ac.uk)

**BA (Undergraduate) Programme Convener Primary Education:** Anthony Barlow

email: [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**PGCE (Postgraduate) Programme Convener Primary Education:** Steph Laird

email: [s.laird@roehampton.ac.uk](mailto:s.laird@roehampton.ac.uk)